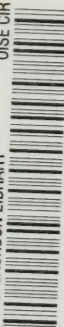


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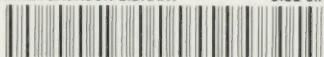


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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1919, No. 56

THE ADMINISTRATION OF CORRE-
SPONDENCE-STUDY DEPARTMENTS
OF UNIVERSITIES AND COLLEGES

BY

ARTHUR J. KLEIN

EXECUTIVE SECRETARY OF THE NATIONAL
UNIVERSITY EXTENSION ASSOCIATION



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PREFACE.

It is the purpose of this bulletin to describe the administrative practice and experience of the correspondence-study departments of the universities of the United States. Correspondence-study secretaries and extension division directors may find this experience and practice of use in meeting their own problems and in evolving their own administrative systems.

Local conditions and resources are so different, personal preferences are so various, and the field for administrative development is so large, that few judgments have been expressed upon the practice here described. An attempt has been made to collect in systematic order the typical practices and methods of correspondence departments, rather than to attempt a statistical statement or tabulation of the extent of any of these practices and methods. The methods of particular institutions have been set down as typical, therefore, without mention of other institutions which follow the same method. The fact that one institution has been mentioned instead of another does not mean that the institution cited originated the method illustrated by its practice, nor that it best exemplifies the point. The writer was of necessity compelled to choose his illustrative material from that which extension directors were kind enough to supply. If he has made mistakes in selection, he hopes that the fact will not be ascribed to any prejudice in favor of or against any institution.

He freely acknowledges his debt to practically every correspondence-study department and extension division in the universities and colleges of the United States for the courteous and generous assistance which he has received.

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THE ADMINISTRATION OF CORRESPONDENCE-STUDY DEPARTMENTS OF UNIVERSITIES AND COLLEGES.

NEED FOR ADMINISTRATIVE MACHINERY.

When correspondence-study work in a university is a new and a small thing the amount of work and the number of processes which have to be performed in the office of the extension division are simple and few. After the correspondence student is registered, practically all of the office work is done by the professor who conducts the course. Papers are sent by the student directly to the teacher, the teacher corrects and returns the written work, keeps such record as he pleases of the grades, arranges for the final examination, and sends the final grades to the proper university authority. With the development of correspondence-study work, however, there is a great increase in the number and kinds of courses given, in the number of instructors, and the number of students. In order to avoid confusion, it becomes necessary to develop in a central office the machinery and processes for handling clerical work.

GENERAL DEVELOPMENT OF CORRESPONDENCE-STUDY ADMINISTRATION.

The administrative machinery is everywhere comparatively simple. It has not grown much beyond that provided when the amount of work first made necessary special provision for handling the work from a central point. For the most part this process consisted of removing direct responsibility for the details of administration from the hands of a committee or from the director of the extension division and of placing it in the hands of a correspondence secretary. When this change took place the burden of the instructor was lightened and his work simplified by transferring to the central office much clerical work which he had formerly been compelled to do. At the same time the work of the instructor was supervised more carefully than had previously been the case. The secretary of correspondence study became responsible for the prompt return of papers by the instructor, checked the kind of criticism the instructor was giving the student, and maintained general oversight of the work done by both student and instructor.

This description represents in a fairly accurate way the trend of the development of correspondence-study administrative machinery. While details of the development have varied somewhat in different

institutions, local conditions have not caused such diversity as might have been expected. This is probably due in large part to the fact that correspondence teaching as a university function is so different from the traditional work of the universities that the systems and methods developed by the institutions which were first in the field could be imitated without violence to established administrative conceptions. The influence of the older correspondence-study departments was doubtless more powerful also because the two universities which first developed correspondence study had their work established and organized well in advance of the time when other institutions began it. Chicago University established correspondence study in 1892; Wisconsin in 1906.

The systems of administration and methods of handling correspondence work developed by these two institutions differ in many respects, but correspondence departments which have attempted to adapt their methods to local conditions have seldom copied the practice of either institution in its entirety. The influence of both is reflected in practically every correspondence-study department.

TWO TYPES OF ORGANIZATION.

Administratively the correspondence-study department of the University of Chicago stands by itself. It has not been a part of a larger extension division since 1900, when the class study work of the extension division was discontinued. Administration in Chicago is, therefore, a different problem from administration in the institutions in which correspondence work is but one activity of the extension division. Its budget, its instruction, and its records may be handled without reference to other extension activities. Its sole coordinating problem is one of coordination with the general university administration and with resident work. This does not correspond to the general tendencies of extension work in the United States. Almost everywhere extension divisions are developing correspondence study as only one of several activities. The administration of correspondence study in Wisconsin as one bureau of the general extension division has, therefore, served more generally as a guide to administrative practice, and accounts for the greater influence which Wisconsin exerts upon other institutions.

With the appointment of a correspondence secretary it becomes possible to organize in one office the methods of handling the clerical and administrative work of the correspondence department. The amount of this work may be so small that the secretary alone can do it all, or it may be so great that a large clerical staff is required by the secretary. In either case the processes and the records are the same. The special administrative problem of the secretary in the large office is merely one of dividing up the work.

It is the purpose of this bulletin to describe the forms used and the process of handling them from the time the student first applies for information concerning correspondence courses until his university record is completed. These forms include those used by the administrative office, by the instructor, and by the student.

FOLLOW UP OF INQUIRIES.

It is not the purpose of this bulletin to discuss the methods used by the extension division, or by the correspondence study department to induce prospective students to request information concerning correspondence courses. Publicity and advertising are not part of the process of conducting the work. The methods and systems used in following up such inquiries are, however, an essential part of the work of the correspondence-study office.

The system of follow-ups used by the University of Kansas is probably typical of the follow-up through form letters. Inquiries concerning college courses are classified as direct and indirect. In reply to a direct inquiry concerning college work, the form letter used acknowledges receipt of the inquiry, indicates that an announcement of courses has been sent, calls attention to the variety and advantages of correspondence study, and asks that the inquirer fill out the application blank which forms part of the announcement if he decides to enroll.

[Form Letter Used by the University of Kansas in Replying to Direct Inquiries.]

We have your request for information concerning our correspondence courses. The bulletin describing the work is going forward to you today. Since there are over 200 courses offered, you will, no doubt, find one or more adapted to your needs.

For full explanation regarding the subjects, methods of conducting the work, regulations governing university credit, and cost, read carefully the first few pages of the bulletin. The lesson assignments are prepared and students' papers corrected by Kansas University professors. The courses have been carefully worked out for correspondence study, and you will receive the benefit of the revision and improvement which several years' experience in this work makes it possible for us to offer. This work has a recognized educational value. The number of correspondence students is constantly increasing, and the voluntary reports which they frequently make on completing courses indicate that the results are satisfactory from every standpoint. These correspondence courses offer you a splendid opportunity for further development.

After you have gone over the printed matter carefully, and selected your courses, we shall be glad to have your application on the blank printed opposite page 52 of the bulletin, or to answer any questions you may care to ask concerning the work.

Trusting that we may be of service to you, and awaiting an early reply, I am,

Sincerely, yours,

.....

In response to an indirect inquiry a form letter is sent which contains some explanation of and argument for correspondence study.

[Form Letter Used by the University of Kansas in Replying to Indirect Inquiries.]

DEAR FRIEND: We have been requested to mail you information concerning our Correspondence Study courses. The inclosed card contains a general statement, together with a list of the departments offering courses for home study. The latest bulletin of this department, containing announcements of the courses offered and full information about the plan of the work, will be sent upon receipt of your request.

The University of Kansas, through its Extension Division, is now giving more than 100 of its college courses by correspondence. These include a number of professional courses of the Schools of Education and Engineering. In addition, it is offering many vocational courses in business and engineering subjects. Work comprising practically a full four-year high-school course may be taken by correspondence. Lesson assignments are prepared and papers graded by members of the regular university faculty. When courses are satisfactorily completed, entrance credit is granted for high-school work, and university credit for work of a college grade. The fees for this service are very nominal.

These correspondence courses offer, to those who are not in attendance at school, an opportunity to secure educational training along lines in which they are particularly interested, or to acquire additional credits. These credits are recognized by the State board of education in meeting the requirements for renewing three-year certificates or for securing higher certificates. Many of the courses are of special value in preparation for certain vocations or professions.

Do you not wish to devote a few hours each week to this work? The post card will bring you our bulletin. At your request, we shall be glad to send information concerning this work to others who may be interested. May we not have your card to-day?

Sincerely, yours,

.....

With the letter is inclosed a printed card which names the departments in which correspondence courses are offered and makes a brief appeal for investigation. Half of the card is taken up by this material. The other half is in return postal form and contains a request that an announcement of correspondence courses be sent. Space is also provided for suggesting the names of friends who may be interested in correspondence work.

[Card Sent by the University of Kansas with the Form Letter Used in Replying to Indirect Inquiries.]

HOME STUDY

Combined with correspondence instruction is no longer an experiment, but a tried and proved success. Others are advancing their education in this way, why not you? Begin now, turn your spare moments to account, and continue earning while learning. This opportunity is for those with little education as well as for those of university grade.

GENERAL COURSES.

Accounting.	Journalism.
Advertising.	Latin.
Astronomy.	Law.
Botany.	Mathematics.
Chemistry.	Mineralogy and Geology.
Child Hygiene.	Mining.
Economics.	Pharmacy.
Education.	Philosophy.
Engineering.	Romance Languages.
English.	Physics.
Entomology.	Physiology.
German.	Public Speaking.
Greek.	Physical Education.
History.	Salesmanship.
Home Economics.	Sociology.
High School Branches.	Zoology.

You will prepare all lessons at home, will get individual attention from the teacher, and may advance as rapidly as your circumstances will permit. Every student studies and recites the whole lesson, thus coming into intimate contact with the teacher.

We have now added the branches of a four-year high-school course with the exception of the sciences and the vocational subjects. Eighth-grade graduates are eligible.

If you are not yourself interested in correspondence study, will you kindly hand this card to some friend who is?

University Extension Division, Lawrence, Kans.

GENTLEMEN: I am interested in home study and correspondence instruction. Please mail me your bulletin on this subject. I am particularly interested in college—high school—business subjects (underscore your choice).

Name..... Number and street.....

City..... County..... State.....

Write here
the names
of friends
who may be
interested.

NAME.

ADDRESS.

.....
.....
.....

The University of Kansas has a separate classification with appropriate form letters for inquiries concerning commercial, high school, journalism, law, and pharmacy courses. An announcement of the correspondence courses offered accompanies the form letter. With the letter in reply to inquiries concerning high-school courses is sent a suggested course of study covering the four years of high-school work which may be taken by correspondence.

[Form Letter Used by the University of Kansas in Reply to Inquiries Concerning High-School Work.]

We have your request for information concerning the correspondence courses in high-school subjects. Detailed announcements of this work will be found on pages 31 to 34 of the bulletin going forward to you under separate cover. To the general statement at the bottom of page 31, we might add that these courses, when satisfactorily completed, are recognized by the university for entrance credit without further examination, as though completed in an accredited high school.

Full information concerning the method of conducting this work, cost, etc., is given on pages 6 to 11 of the bulletin. After you have gone over the printed matter carefully and selected your courses, we shall be glad to have your enrollment on the blank printed opposite page 52 of the bulletin, or your request for further information.

Assuring you of our interest and hoping through your early reply for an opportunity to be of further service, we are,

Sincerely, yours,

.....

Only direct inquiries are followed further. A second letter is sent 10 days after the dispatch of the first letter, if no reply is received before that time. A third and final letter is sent the next fall.

[Second Letter Used by the University of Kansas in Following Direct Inquiries.]

In reply to your inquiry, we sent you recently a bulletin describing the home study courses offered by the University of Kansas, and giving you information concerning the methods by which that work is conducted. To date we have not received your enrollment. If there are any questions concerning the courses you would like to ask, we shall be glad to have you write us at once.

We hope, however, that you have already selected the courses you want to take. It is very easy to put off enrollment. The days and weeks slip by rapidly, and if you fail to enroll now, you may not succeed in getting the training that you really want. The number of young men and women taking work through this department is increasing rapidly each year. Since we have helped so many, we feel sure that we have a service for you. Can't you arrange to mail us your enrollment to-day?

We will keep your letter on our desk a few days longer, expecting a prompt reply.

Sincerely, yours,

.....

[Third and Final Letter Used by the University of Kansas in Following Direct Inquiries.]

In reply to your inquiry, we sent you recently a copy of the new correspondence study bulletin. We trust that this reached you promptly. To date we have not received your enrollment. If there are any questions concerning the courses you would like to ask, we would be glad to write you at once.

We hope, however, that you have already decided upon the courses which you wish to take. The majority of students in correspondence are able to give more time to the work at this season than at any other time of the year. If you delay enrolling, the weeks will slip by rapidly and you may later be unable to secure the preparation and training which you desire. Can you not arrange to begin work now?

We will hold your correspondence for a few days expecting prompt reply.

Sincerely, yours,

.....

The saving of clerical work which form letters make possible is obvious. But many correspondence secretaries maintain that such letters are too impersonal, and insist that for the same amount of labor a greater number of students may be enrolled by dictating personal replies to every direct inquiry. The office records of the correspondence study departments with which we are familiar are not sufficiently detailed and accurate to make proper comparisons of the costs of the two methods of securing registrations.

Few departments fail to use some form letters and material in reply to inquiries, and those which make the largest use of them find it necessary to write many personal letters in answer to inquiries which the forms do not cover. Whatever the form of the reply used, the purpose is to display a personal interest in the problems of the individual. The specially dictated letter serves this purpose best if it is possible to assign a good letter writer to the work. But a mimeographed letter which has been carefully thought through and written is preferable to a carelessly written personal letter. It is probable that inquirers concerning correspondence work do not regard a form letter from the university with the same indifference with which mimeographed material is treated by those who receive quantities of it in every mail. That form letters may be so skillfully prepared as to serve every purpose of personal letters is proved by the experience of the University of Chicago. Chicago has worked out a series of form letters to meet every common situation, and it is no unusual experience for the correspondence department to receive letters, in reply to these forms, expressing appreciation of the department's understanding of the special case.

APPLICATION FOR REGISTRATION.

If the replies to inquiries bring the result desired, an application blank will be filled out and sent in by the prospective student. This blank is usually printed as one page of the announcement of courses sent to the inquirer or is inclosed with it. The form and size of the application blanks used even by the same institution vary. Both card and paper forms are used.

Cards range in size from those smaller than post cards to half letter size. Of these cards the one used by the University of Utah is most distinctive. The card is approximately 7 by 9 inches in size and is perforated lengthwise for tearing into two parts. The right-hand half is further perforated for tearing into five parts, the upper one containing directions for filling out the lower four. Upon each of these small sections is entered the name of the student, one of the subjects entered upon the left-hand half of the application, and the name of the instructor in that subject. The left half of the card serves as an office record of students enrolled. The small pieces of the right-hand half of the card are used in making class lists.

[Application Card Used by the University of Utah.]

CORRESPONDENCE STUDY.

APPLICATION CARD.

EXTENSION DIVISION.

University of Utah,.....191..

.....
Name in full, in ink, SURNAME FIRST

..... } Home Address.
..... }

..... } Address to
..... } which Extension
..... } Credits
..... } are to be sent.

Were you ever registered before in the University of Utah..... When.....

Are you working with the expectation of finally securing a degree.....

If so, have you filed your high school credits in the Registrar's Office.....

On the lines below name the High Schools and Colleges formerly attended:

.....
.....
.....

Position now held.....

.....

Write on the lines below all the subjects for which you desire to register, using one line for each subject.		Hour's Credit.	
1.....			
2.....			
3.....			
4.....			

IMPORTANT NOTICE.

The student should fill out all of the foregoing blanks carefully and forward the application immediately to the office of the Secretary, University of Utah, together with the registration fee of \$10.00.

THESE LINES ARE RESERVED FOR THE FACULTY.

Registration Fee.....

Approved by.....

On the slips below enter the subjects for which you have enrolled. Use a separate slip for each subject (see sample) and preserve the order observed in your tabulation of subjects on the Application Card.

SPECIMEN COPY.

.....
Name ROE, RICHARD W.
Subject Physical Education 1.
Instructor Professor (or Mr.) Harris.

UNIVERSITY OF UTAH—CORRESPONDENCE STUDY.

Name.....
 1 *Subject*.....
Instructor.....

UNIVERSITY OF UTAH—CORRESPONDENCE STUDY.

Name.....
 2 *Subject*.....
Instructor.....

UNIVERSITY OF UTAH—CORRESPONDENCE STUDY.

Name.....
 3 *Subject*.....
Instructor.....

UNIVERSITY OF UTAH—CORRESPONDENCE STUDY.

Name.....
 4 *Subject*.....
Instructor.....

The favorite paper sizes are the half and full letter size sheets, although the size is largely determined in each case by convenience in printing and sending applications with publicity or other material. There is little use in seeking uniformity since, with the exception of the card used by Utah, there seems to be no attempt to make the application form filled out by the student serve as a permanent office record. The reason for neglect of this economical expedient is probably the almost universal inability of people to fill out a blank without error and to the fact that the hand writing of so many persons would tend to promote confusion and difficulty in keeping them in order.

Whatever the form, and however various the sizes and quality of paper or card used by an institution, all applications contain requests for practically the same information. The card form used by Utah probably requests the minimum amount of information. Most application blanks ask for more detail. Certain necessary items of information, however, are required by all the institutions, and in the greater number of cases the influence of the older and stronger correspondence departments is visible in the make-up of the blanks.

The application forms of over 30 correspondence-study departments have been examined, and an attempt is here made to present in a consolidated form the practice and experience of them all. The items which appear on these blanks have been arranged approximately in the order of the frequency of their occurrence. No application form

contains all the items listed. This summary may prove suggestive to new and to established correspondence-study departments.

INFORMATION REQUESTED BY THE APPLICATION BLANKS OF THIRTY INSTITUTIONS.

Name.—Upon some applications there is added to the simple request for the name of the applicant more or less full direction as to how it shall be written. The most common forms of direction are (In full)—(John Henry Smith).

Address.—Following the space for the address it is usual to add some such indication as "Street, city, State." To this Massachusetts and the University of Washington add a request for the telephone number. Chicago, Minnesota, and Oklahoma ask for the present address to which the first lesson shall be sent, and in addition a permanent address to which second-class mail may always be sent with certainty that it will be delivered.

Date of birth.—The tendency seems to be toward asking for date of birth rather than for a general age statement, doubtless due to the uncertainty felt by many people in figuring up their ages. The University of Arizona and Tennessee ask for age in years.

Place of birth.—(*Where born.*) This inquiry has the preference over other questions designed to obtain the same and related information. Texas asks for information concerning the nationality of the applicant. Minnesota asks information concerning the nationality of both father and mother in addition to the birthplace of the applicant, and Massachusetts wishes to know the number of years the applicant has lived in the United States.

Occupation.—(*Business.*) Practically all extension departments wish to know the occupation of the applicant. The form of question varies somewhat. "What other work are you doing while you pursue this course?" (Indiana) covers this question, and can be understood to include work that the student would not ordinarily think of as business or occupation. Minnesota, Wisconsin, and Colorado ask for present and previous experience in the occupation. Massachusetts specifies that commercial, industrial, and teaching experience are desired.

Name of employer.—Many departments ask that the name and address of the employer, if any, be given. Others omit this. Texas and a few other institutions ask the name of the parent or guardian. The Wisconsin blank states that this is to be filled out only when the applicant is under 21 years of age. Wisconsin asks also what positions have been held that will help in the study of the subjects for which registration is sought.

sends no notice to the employer. This reduces the clerical work in the home office and also destroys the possible impression that the employer is bringing pressure to bear upon the student to take work. Many students feel that it is none of the employer's business, although others are glad to have the employer notified in the belief that the fact may be of aid in securing a better position or more pay.

[Form Used by Massachusetts.]

[SEAL.]

**DEPARTMENT OF UNIVERSITY EXTENSION, MASSACHUSETTS
BOARD OF EDUCATION.**

NOTICE TO EMPLOYER.

TO THE STUDENT:

Unless there is objection on your part, this Department will notify your employer when you have successfully completed one of our courses. If you object to having your employer notified, you need not return this sheet; *otherwise please return it with your first lesson.* In event of your changing employment before course is completed, kindly send word to this office.

Name of Employer.....Address.....

Attention of.....

(If you are employed by a large firm, give here name of official interested.)

Name of Student.....Address.....

Employed as.....

Name of Course.....

Date.....

The institutions which require or ask for references usually send a letter to the references. The form used by Massachusetts makes it clear that the purpose of the reference is not desire to obtain a voucher for the student, but to secure the personal interest of an acquaintance in the student's work and welfare.

[Form Letter Used by Massachusetts.]

.....has applied for enrollment in a correspondence course in this Department maintained with free tuition at the expense of the Commonwealth. It is stated in this application that you know personally of the reputation, character, and habits, as regards industry of this person. As a matter of public service, I hope you will become interested in the progress of this student, and, whenever possible, give encouragement and advice.

Unless students complete their courses, the full benefits of these opportunities for an education now so freely available at the expense of the Commonwealth will not serve as intended.

A word of encouragement or advice from you will often make the work to be done by the student on correspondence lessons much lighter and more successful. Your assistance in this way will be very much appreciated by this Department, as well as by its students.

Yours, faithfully,

.....

STUDENT REMINDERS.

Many correspondence departments have a regulation to the effect that when a student fails to send in any written work for a long period, usually from three to six months, he shall be dropped from the course. In some cases it is provided that a student so dropped may within a limited time be reinstated upon the payment of a small fee. But all departments make every effort to insure regular and continuous work and to prevent students dropping from courses. When the work of students is checked in the central office, it is usual for the correspondence secretary to handle this matter by form notices and letters and if necessary by personal notes. The periodic reports of the instructor enable the correspondence office to do this when the lessons and other routine matter are sent out by the instructor. In most cases these letters and notices are signed by the director of the Extension Division, but the correspondence secretary attends to sending them. The correspondence secretary of the University of Minnesota used the card here reproduced.

[Form of Notice for Delinquent Student used by the University of Minnesota.]

THE UNIVERSITY OF MINNESOTA.

GENERAL EXTENSION DIVISION.

MINNEAPOLIS.

Name..... Date.....

Address.....

This card is intended to remind you that you have sent no recitations in your course in since.....

If you are having difficulty with the work, please state what it is. If your delay will continue for a longer period, write, giving the reason for it and stating when you can resume your studies. Regular work brings the best results.

Please reply either with a letter or a recitation.

.....
Secretary, Correspondence Study.

The Extension department of Massachusetts has an excellent system of form letters for this purpose. A reply post card like the one here printed is first sent to the student.

[Post Card Used by Massachusetts.]

DEPARTMENT OF UNIVERSITY EXTENSION.

STATE HOUSE, BOSTON, MASS.

DEAR SIR: For several weeks no communication has been received from you. Occasionally letters are lost in the mails, and for this reason I am addressing this inquiry.

I hope you will send lessons as regularly as possible, since this will add greatly to the efficiency of your instruction. Please remember that this Department wishes to assist you in every way possible.

Information is always appreciated as to the cause of delays affecting your work.

Yours, faithfully,

JAMES A. MOYER,
Director.

Schools attended; previous training; previous education; education (in full).—Few institutions are content to leave this inquiry in one of these vague forms and specify in one way or another such details as, grades attended in public or private school, years in high school completed, name of high school, years of college or university completed, degrees granted, name of college or university, correspondence work completed in this or other institutions, is this the first enrollment in this or other department of the university. Indiana asks what courses have been completed in the department in which the new application is made. Several ask that the student specify what work has been done in the subject in which the course desired falls. These questions occur separately and in groups of varying degrees of inclusiveness and exactness.

Chicago and Minnesota ask whether the applicant is a member of the university, and if so wish to know the student's matriculation number or college (Minnesota), and classification. To these questions Chicago adds the further request that persons attending another institution indicate whether official permission has been secured to carry on this extra work, and if so, from whom.

Date.—It is usual to leave it to the applicant's common sense to give the date of application rather than some historical reminiscence.

Course or courses desired.—Several of the forms are defective in that sufficient space is not allowed for writing in the name of more than one course. Some applications specify that the course is to be indicated by number, others by both number and title, while still others ask that the department, number, and title of the course be given. Chicago asks, under the item "Instruction desired," that subject (Latin, Mathematics, etc.) title (Principles of Economics, etc.), and instructor, be given.

Amount of fees, amount of money inclosed, are items appearing on several of the applications. Some add further directions, such as the statement that the fee should be inclosed with the application. Massachusetts has spaces for checking off the manner in which the money is sent and Wisconsin prints on the back of the application forms to be used in making full and installment payments, with detailed directions concerning their use. It is somewhat curious that many blanks in no way indicate to whom the check or money order is to be made payable.

Object in taking course.—In several cases this query is no more specific than this and must frequently cause some useless heartsearching on the part of the prospective applicant. Wisconsin explains that the information desired is whether the applicant wishes the course for a university degree, for advancement in vocation, or for culture. Minnesota asks whether university credit is sought and whether a degree is desired. Wisconsin, in addition to the general question,

requests that the name of the college in which a degree is sought be given if credit is desired.

Courses desired when this is completed is a question asked by the University of Tennessee and suggests that guidance is thus sought in planning future or new courses.

What foreign language have you studied? is a question asked by Oklahoma and Massachusetts. The purpose of the inquiry is not entirely clear except in applications for language work.

Do you intend to take the course by yourself or as one of a group of persons? is the somewhat unusual question asked by Indiana, but owing to the increasing amount of correspondence work that is being done in classes or groups may well be added to other applications.

How many hours per week have you available for home study? is asked by Oklahoma, Texas, and Massachusetts, evidently with the purpose of making the student consider carefully before enrolling.

References as to character and industry are asked by Texas and Massachusetts. The definite reason for doing this is indicated on the Massachusetts blank in a footnote. "In case no replies are received to letters sent to students, communications will be addressed to the references given for information."

Names and addresses of persons likely to be interested in extension courses are asked by Massachusetts. This would be an excellent addition to other application forms. It tends to arouse the personal interest of the student in his own work by giving him a part in the system.

Library to which you have access is a bit of information sought by Arizona and Minnesota. The reason for this is clear.

Remarks.—A space is left for remarks on some of the blanks, especially those that are most complete in other respects. Miscellaneous directions and information are given upon the application in order to increase the applicant's understanding of the conditions under which he takes the work. Of such character are the statements on the back of the Wisconsin blank concerning time limits and degrees.

SPECIAL FEATURES OF INDIVIDUAL APPLICATION FORMS.

In few cases do application blanks show unusual originality or very great departure from the common form. Some blanks do, however, give the impression of definite character and purpose more clearly than others. Usually they produce no very definite reaction unless it be a feeling of the coldness and superiority of the institution, the impression that the transaction is entirely a business one. The application used by Massachusetts is therefore somewhat remarkable in that it gives the impression that the department is personally interested in the student. The feeling of the writer that this is true was confirmed by asking several persons entirely unacquainted with

The name of the institution does not appear anywhere upon the application form used by one of the universities. This is very unusual. Few institutions fail to fully identify all material sent out by them.

Blank for Registration in Courses offered by the Department of
University Extension of the Massachusetts Board of Education.

Date of application.....; Name (signature in full).....
 Permanent address (street and number).....
 Town or city.....; County.....; State.....
 Age.....; Telephone No.....
 If employed, by what company?.....; Where were you born?.....
 How long have you lived in the United States?.....
 Occupation.....; Education (in full).....
 From what schools or colleges, if any, have you graduated?.....

What foreign languages have you studied?.....
 Were you ever enrolled in correspondence courses or classes in this department?.....
 Name courses you have completed in this department, if any.....
 Commercial, industrial, or teaching experience.....
 Subject of course desired.....; Reason for selecting this course.....
 How many hours per week have you available for home study?.....

I am sending \$.....by { Money order.
Certified check.
Currency (in registered letter).

*References as to my character and industry (give names and addresses):

Names and addresses of persons likely to be interested in extension courses:

Registration is not complete unless the registration charges, paid in full, accompany this blank, which is to be sent to James A. Moyer, Director, State House, Boston, Mass.

In case no replies are received to letters sent to students, communications will be addressed to the references given for information.

*Names should be given of persons having a permanent address to whom the applicant is well known.
One of the references may well be an employer.

APPROVAL OR REJECTION OF THE APPLICATION.

When the application is received in the office of the extension division the first question that has to be decided is whether the student is qualified to take the work he desires. Admission to non-credit work is ordinarily open to anyone who is capable of doing the work. Admission to work for university credit usually requires satisfaction of the educational qualifications demanded from resident students. The problem of handling applications for non-credit work is therefore simpler than for credit work. In the case of non-credit work the application is examined by the secretary of the correspondence study department, or some other designated person in the office, and if it shows sufficient preparation to carry the work applied for, may be approved without further routine. Usually, however, the administrative office merely sifts out those who are obviously not qualified to take the work applied for and writes advising some other selection. The other applications are sent for approval to the instructors who give the courses or to the heads of the departments in which the courses fall. This approval is indicated upon the application form or on a special form provided for the purpose, and returned to the administrative office. Upon approval, the administrative office makes the required records, and takes the next steps needed to get the student started on the work.

In the case of credit courses the same process may be followed, but if the student desires credit, the admission requirements and the process of approval may be somewhat more complex. In some institutions the correspondence secretary may determine whether the requirements are met, without reference to the instructor, the head of the department, or the dean, although the secretary may find it advisable to consult any or all of these persons in making a decision. If an applicant has already established a resident record in the institution, the only question to be decided is whether he or she is eligible for the particular course applied for. If no resident record has previously been established, it is necessary to determine whether the student is admissible to the institution. In practice in those institutions where no record of correspondence work is made in the general university administrative office until a residence record has been established, the admission to credit courses is recorded in the extension division office alone until such resident record is established. At the request of the student the correspondence study credits are then transferred to the university records.

In the University of Chicago there is no such dual system of records and admissions. When a student applies for admission to a correspondence course the application is approved or rejected in exactly the same way that applications for resident work are handled in the office of the registrar and, if accepted, the university record of the student is at once established. The approved application is returned to the office of the correspondence secretary, and such records are

OFFICE RECORDS OF THE CORRESPONDENCE-STUDY DEPARTMENT.

1. Permanent record of the information appearing on the student's application blank.
2. Record of the courses in progress or completed by each student.
3. A class record showing the names and progress of the students in each class.
4. Records for entering the progress of each student in each course by assignments, grades, and lessons returned.
5. Cards intended for the convenience of the office in compiling statistics concerning registration.

PERMANENT RECORD OF THE INFORMATION APPEARING ON THE
STUDENT'S APPLICATION BLANK.

[Student's Permanent Record Used by the University of Colorado.]

UNIVERSITY EXTENSION DIVISION.

STUDENT'S PERMANENT RECORD.

[illegible]

The information on the application blank is also entered upon the card which is sent to the instructor notifying him of the registration of the student.

Instructor's Record of Registration Used by the University of Washington.

INFORMATION FOR INSTRUCTOR.

Student's occupation.....

Previous education.....

.....

.....

Object in taking this course.....

.....

Remarks.....

.....

.....

Indiana University enters the main items of the application on the reverse of all the cards used to record the assignments sent, lessons returned, and grades given. When the work of a student is not satisfactory, or when it is desirable for any other reason to look up his history, it is thus possible to do so without consulting the complete student history card. This plan involves more initial work, but may be justified by the saving of time in handling the routine.

RECORD OF THE COURSES IN PROGRESS OR COMPLETED BY EACH STUDENT.

As has been noted, the card used for recording the information obtained from the application blank may also be used to record the courses in which a student is or has been registered. In some universities, however, a second card is used for this purpose. The card used by Minnesota has spaces for the name and address of the student, the courses in which the student is registered, and the number of the student. This card also serves the record clerk as a record of the total number of students. Similar cards are used by the University of Kansas, arranged alphabetically by students' names. As each course is completed, it is checked on this card. The student's complete record is kept in the office of the registrar in the University of Chicago, upon the same form of card as that used for resident students.

CLASS RECORDS.

A class book is sometimes kept in which is recorded by classes and instructors the name of each new enrollment. This practice is followed both by institutions which send out the lessons from the central office and those which send out the lessons through the instructors. It has conveniences that loose cards do not have, since it is possible to tell at a glance the number of students registered for a particular course and the amount of work with which an instructor is burdened at any one time. Such a record, however, will contain the names of students who have completed work as well as those who are still active in the class, while a card list makes it possible to remove to a completed file the names of students who have completed the work.

Whether this record of classes is kept upon a class book or upon cards, practically the same information is given. There is space provided for the name of the course, the name of the instructor, the name of each student, the date of enrollment, information concerning fees, the amount of credit, the grade for the course, the date completed, and in most cases there is also space for the registration number of each student.

RECORDS FOR ENTERING THE PROGRESS OF EACH STUDENT IN EACH COURSE BY ASSIGNMENTS, GRADES, AND LESSONS RETURNED.

There are usually two cards used for keeping continuous record of each student's work, one in the office of the correspondence secretary and one in the office of the instructor. The first of these may be known as the Student's Office Record and the second as the Instructor's Student Record.

The former usually has space at the top for the name of the student, the name of the course, the address of the student, and the name of the instructor. Other items that sometimes appear at the top of this card are the student's registration number, the hours or credits given for the course, examination and grade results, the date enrolled, and other subjects in which the student is enrolled. The remainder of the card is ruled off into columns and blocks for noting the date lessons or assignments are sent, the date manuscripts are received, grades given on manuscripts, and the date the corrected manuscripts are returned to the student.

Typical Student's Office Record Used by the University of Oklahoma.

Name										Address											
Course										Instructor										Reg. No.	
Les. Sent	MSS. Rec'd	Grade	MSS. Ret'd	11		11		22		22		33		33							
1		1		12		12		23		23		34		34							
2		2		13		13		24		24		35		35							
3		3		14		14		25		25		36		36							
4		4		15		15		26		26		37		37							
5		5		16		16		27		27		38		38							
6		6		17		17		28		28		39		39							
7		7		18		18		29		29		40		40							
8		8		19		19		30		30											
9		9		20		20		31		31											
10		10		21		21		32		32											

[REVERSE.]

Date of reg..... Age.....
 Other courses.....
 Source.....
 Deposit \$..... No.....
 Occupation.....
 Prep-sch.....
 College.....
 Employer.....
 Purpose.....
 Correspondence grade.....
 Examination grade.....
 Course grade.....

The information, which may be entered before the student begins work, is filled in as soon as the application is approved. In the University of Kansas this card is placed successively in four different files; first, the beginner's file; second, the working file; third, the "courses completed" file; and finally the "dropped file." The names sufficiently indicate the purposes of these files.

When the first lessons are sent out from the central office the secretary or a clerk records the fact in the proper space upon this card. When the first lesson is returned, the date of its receipt is recorded,

and it is then sent to the instructor for grading. The grade given and the date the instructor returned the paper to the office are entered at the proper time. The date the instructor returned the paper is usually the same as that upon which the paper is returned by the office to the student along with the next lessons, and one space may serve to record both these facts, either heading appearing above the column intended for this purpose.

Whether the assignments are sent through the instructor or through the administrative office, this card usually serves as notice to the instructor that a new student is registered, and is made out in the office of the correspondence secretary. The card usually contains the name of the student and the address, with two other main parts. One of these parts, a little over half of the card, is taken up with blank spaces similar to those upon the Student's Office Record for entering the date manuscripts received, the grade and the date manuscripts returned. If the instructors send out the assignments, this part of the Instructor's Student Record may be exactly the same in form as the Student's Office Record, but there is no need for space for recording assignments sent when the assignments are sent through the administrative office.

Card Used by the University of Kansas.

FORM 236.

THE UNIVERSITY OF KANSAS.

STUDENT'S RECORD.

EXTENSION DIVISION.

Correspondence-Study Department.

M......

Address......

MSS. rec'd	Grade	MSS. ret'd											
	1			11			21				31		Course.....
	2			12			22				32	
	3			13			23				33		Enrolled.....
	4			14			24				34		Age.....
	5			15			25				35		Occupation.....
	6			16			26				36		Prep. School.....
	7			17			27				37	
	8			18			28				38		College.....
	9			19			29				39	
	10			20			30				40		Library.....
													Purpose.....

Examination Grade.....

The second part of the card contains the main items of information about the student which appeared upon the application blank, such as the date of enrollment, age of the student, his occupation, his previous training, library facilities available, and in some cases the purpose for which the student is taking the course. This information is of course necessary to the instructor, if he is to understand the needs and capacities of each student. Space is also given upon some cards for the examination grade. As has been noted, some correspondence study departments use special blanks or questionnaires for the purpose of obtaining information that will give the instructor more intimate and personal information about the student than appears on the application form. This information may or may not be entered upon the Instructor's Student Card.

The University of Chicago uses an Instructor's Student Record very much like those described, but upon the reverse appears a request to the instructor to send the initial lessons of a specified course. The reverse also contains information about the student. This card is returned by the instructor to the office when the course is finished or the time limit has expired. The card serves, therefore, as a notification to the instructor that a new student is registered or enrolled in his course, as a means of information to the instructor concerning the student's qualifications, as a means of keeping a record of the progress and grades of the student, and as a formal notification to the office that the work is completed and that arrangements must be made with the student to take the final examination. With this system the responsibility of keeping the student at work rests entirely with the instructor, except as the instructor's periodic reports to the office may induce the correspondence secretary to write to the student.

THE UNIVERSITY OF CHICAGO.
THE CORRESPONDENCE-STUDY DEPARTMENT.

.....19..

M.....Please send to

M.....

the initial lessons of your Major Minor course, entitled,.....

.....Secretary Correspondence-Study Department.

Occupation.....

Born.....

Education.....

Previous work in the subject in which this course falls

[Reverse of Instructor's Student Record Card Used by the University of Chicago.]

[Reverse.]

Return this Record Cardto the Office when course
is finished or when "Year"
has expired.

MEMORANDA

MSS rec'd	Grade	MSS ret'd	"Year" expires.....											
	1			9			17			25			33	
	2			10			18			26			34	
	3			11			19			27			35	
	4			12			20			28			36	
	5			13			21			29			37	
	6			14			22			30			38	
	7			15			23			31			39	
	8			16			24			32			40	
Average Grade for Recitation Work.....														

CARDS INTENDED FOR CONVENIENCE IN COMPILING STATISTICS.

Any of the cards mentioned above may be used for compiling statistical information, and some of them serve that purpose as they are filed. But many institutions desire further statistical informa-

tion concerning their correspondence students, and in some cases the correspondence study office finds it convenient to make these records as registrations come in, upon cards or slips prepared especially for this purpose. The University of Kansas, for instance, uses white slips for each registration, which are filed under the subject taken, the town, and county, and in the case of out-of-State enrollments, by States.

The system used by the University of California is the most elaborate the writer has seen. It is not intended to cover the collection of special statistical information alone, since it cares for inquiries and follow-up as well as other records. In order to make it intelligible, the whole system will have to be described.

Three by five library cards are used, cut with tabs at the top, which are numbered from left to right from 1 to 12 inclusive. To each of these numbers a general subject is assigned as follows: 1. Drawing. 2. Education, Philosophy. 3. English. 4. History-Economics. 5. Languages. 6. Mathematics. 7. Music. 8. Science. 9. Business. 10. Technical. 11. Home Economics. 12. General.

[Library Card.]

1	2	3	4	5	6	7	8	9	10	11	12		
Burnett, Mark C.,										4—1—19.			
Fort Davis, Tex.													
General; Engineering.													
Sample.													

When an inquiry is received, the name, address, date, and subject asked about are typewritten in black upon two of these cards. One, known as the Geographic Card, is filed at once under the town from which the inquiry came. The other card, known as the Alphabetic Card, is filed in a drawer under the month in which it is received. It is kept in this file for three months and then placed in the general alphabetic file if no enrollment has been received before that time. When an enrollment is received the Geographic Card and the Alphabetic Card are removed from their files and the enrollment number, the subject, the number of the course, and the date of enrollment are typewritten in red upon both of the cards.

For each of the 12 general subjects to which numbers have been assigned on the tabs a further subdivision of subjects is made, and to each of these subdivisions is assigned a spectrum color. The course under each of these colors is indicated by a number. Thus:

9. BUSINESS.

Accounting.....	Red	X-1 X-2 X-3	Elementary Accounting. Intermediate accounting. Advanced accounting.
Banking.....	Orange	X-21	Practical Banking.
Commercial law.....	Yellow	X-41 X-42	Elementary commercial law. Advanced commercial law.
Typewriting.....	Green	X-96 X-97	Elementary typewriting. Intermediate typewriting.
Stenography.....	Blue	X-91 X-92	Elementary stenography. Intermediate stenography.
Business management.....	Violet	X-10	Business management.

When an inquiry is received the Geographic Card is treated as follows: The numbered tab which corresponds to the general subject about which inquiry is made is colored the color assigned to the subdivision in which the course desired falls. If the inquiry is about specific courses in several general subjects, the proper tabs will be appropriately colored. If in one general subject the inquiry concerns subdivisions of two different colors, the proper numbered tab will be given two colors. If the inquiry is no more specific than the general subject, the tab will not be colored, but all the other tabs will be cut off. Only those tabs are allowed to remain on the card which indicate the subject inquired for, and only those indicating a definite subdivision under a subject are colored.

[*Geographic Card Used by the University of California.*]

3	4	5	9	
				11-19-13
				Drake, E. H., 2214 Lawton Ave., Bakersfield, Calif.
<i>Enrollment 405</i>			<i>Philosophy X-1A</i>	<i>11-19-13</i>
<i>English; Economics;</i>			<i>Commercial Law; Spanish</i>	<i>1-25-16</i>
<i>Enrollment 4782</i>			<i>Commercial Law X-41</i>	<i>7-16-16</i>
<i>Enrollment 8960</i>			<i>Accounting X-1</i>	<i>9-23-18</i>
<i>Enrollment 9649</i>			<i>Tech. Math. X-6</i>	<i>12-28-18</i>
<i>Enrollment 10289</i>			<i>English X-E</i>	<i>3-16-19</i>

[NOTE.—In the original card the tab numbered 4 is colored violet, 5 is red, and 9 is yellow. The italic lines are red.]

Upon the Alphabetic Card the procedure is somewhat different. The tabs indicating subjects of inquiry are not colored, but the other tabs are cut off. When an enrollment is received, however, the tabs on the Alphabetic Card which correspond to the general subject of the enrollment are colored in accordance with the color scheme on the chart for subdivisions of that general subject.

The tabs of the Alphabetic Card will, therefore, show both the subjects in which an enrollment has been received and also the subjects concerning which inquiry has been made but no enrollment received.

[*Alphabetic Card Used by the University of California.*]

2	3	4	5	9	10	11-19-13
Drake, E. H., 2214 Lawton Ave., Bakersfield, Calif.						
<i>Enrollment 405</i>	<i>Philosophy X-1A</i>					<i>11-19-13</i>
<i>English; Economics;</i>	<i>Commercial Law; Spanish</i>					<i>1-25-16</i>
<i>Enrollment 4782</i>	<i>Commercial Law X-41</i>					<i>7-16-16</i>
<i>Enrollment 8960</i>	<i>Accounting X-1</i>					<i>9-23-18</i>
<i>Enrollment 9649</i>	<i>Tech. Math. X-6</i>					<i>12-28-18</i>
<i>Enrollment 10289</i>	<i>English X-E</i>					<i>3-16-19</i>

[NOTE.—In the original card the tab numbered 2 is colored violet, 3 is yellow, 9 is red and yellow, and 10 is green. The italic lines are red.]

In addition to these sets of files, the University of California uses a subject file arranged as follows: Four by six cards, each bearing the record of one enrollment, are arranged by general subject according to the numbers given in the key, and under each general subject according to courses, arranged in the order indicated on the color chart. Buff cards, 4 by 6, with one-fifth tabs, are provided for each course. Upon the tab is written the name and number of the course, and a spot of the proper color (as determined by the chart for that subject) about a quarter of an inch in diameter is placed at the right of the tab. This makes what is known as the active file. As soon as a student has completed, transferred, canceled, or deferred his enrollment, the card is taken out and placed in another subject file. The "completed cards" are filed directly behind the subject guides. The transferred or canceled cards are placed behind a blue guide, and the deferred enrollments are placed behind a pink guide, where they remain until they become active again.

SENDING ASSIGNMENTS AND LESSONS TO STUDENTS.

As soon as the application is approved and the necessary office records and notices described above are completed, a considerable flow of material is started to the student. There are two different methods of handling the material sent to and received from the student. The practice in the University of Chicago is typical of one method, that in the University of Wisconsin typical of the other. In the former case the work is handled almost entirely by the instructor. Mr. Hervey F. Mallory, secretary of the Correspondence-Study Department of the University of Chicago, described the method briefly in a paper delivered at the second annual conference of the National University Extension Association (Proc. of Nat. Univ. Ext. Assoc., Chicago, Ill., Apr. 12-14, 1916, p. 44).

As soon as we admit a student we ask the instructor to furnish the initial lessons of the course chosen, thereby establishing immediate contact between the two at the outset, and this personal relationship is emphasized throughout the course. From the time the first lessons are sent until the last report is returned all correspondence, except that of a business nature, passes directly between the teacher and pupil. However, the office watches the progress of each student through reports from instructors which are called for at stated intervals, and whenever necessary or desirable, the secretary communicates with him.

The second method is that in which the correspondence secretary sends to the student the first lessons and other material which the student should have when he starts work. The student returns his written papers to the office of the correspondence secretary, where the fact of their receipt is recorded upon the student's office record card. The secretary then sends the papers to the instructor for correction and grading and receives them back from the instructor when that work is done. The secretary enters the date returned and the grade upon the student's card and returns the corrected paper with the new assignment to the student.

Between these two methods there are many gradations and compromises. In some cases the first assignments are sent out by the central office and subsequent ones by the instructor. In other cases the instructor makes up the package to be sent to the student but sends it through the central office.

The reasons advanced by the advocates of these two methods are of varying degrees of force. Mr. Mallory indicates in his statement that the purpose of Chicago in using the first method is to establish in the beginning personal contact between instructor and student, and in another connection he has stated that since "expenses of every sort have to be met from the fees" the reduction of office expense which results from this method of handling the work is almost necessary. He goes on to say:

That under these conditions so many members of the faculty are willing to assume this extra labor bespeaks unquestionable loyalty to the aims of the university and to the traditional ideals of education, which ever have and forever will demand sacrificial service.

The adherents of the second method of handling this matter maintain that the personal relations between student and instructor are established in the correction and comments on the papers of students and that the mere fact that the papers pass through a central office in no way destroys this contact. They maintain also that occasional reports of the records of students do not make available at all times full and complete information about their work.

But more important than the better opportunity to check up the work of the student is the opportunity afforded by the second method to check-up the work of the instructor. Under the first method of handling student's work and papers, a paper may be received from the student by the instructor and lie upon his desk for a long time.

No one except the student and the instructor knows that the paper has been sent in; and the instructor may have forgotten it. It is claimed that the second method enables the correspondence secretary to induce instructors to correct and return lessons more promptly, with the result that fewer students allow their interest to languish and die in the intervals between papers. Here we tread on dangerous ground. Promptness and regularity in the return of papers both on the part of the student and the instructor are necessary to successful correspondence study. But it would be interesting to know, and doubtless the instructors who are not now doing, but who may later undertake correspondence work will insist upon knowing, how far the correspondence secretary is prepared to push them. It may safely be asserted without unfairness to the professors, and probably with the agreement of most of them, that university teachers are not the most prompt and businesslike of the professional classes. They may need speeding up, and some correspondence secretaries may actually do it.

If, in an administrative system, the mere provision for the exercise of power accomplishes the purposes desired without calling for actual disciplinary measures, it would seem that the administrative device would be a good one. In any case the administrative wisdom of the correspondence secretary would have to determine how far the powers vested in the office should be exercised.

The first method does not afford any means of determining how quickly the instructor corrects and returns a paper; the second does. The use that shall be made of that knowledge will have to be determined by the correspondence secretary.

But in addition to the check which the second method affords upon the speed of the instructor's work, it also affords a means of checking up the character of his work. Every paper passes through the office of the secretary after it is corrected. It is possible to examine the corrections and comments made by the instructor, and it may easily be possible for the secretary to determine something of the nature of the teaching the instructor is doing. How far this inspection will go will vary of course, with the abilities of the secretary. With a poor secretary it might easily go too far.

It may be maintained that the secretary can not be competent to criticize the work of so many instructors in so many different subjects. So far as subject matter goes this is true. The function of the secretary, however, is not criticism of subject matter, but criticism of instructor's comments for details, clearness, and exactness. The doing of mechanical work and failure to make adequate corrections are what the correspondence secretary wishes to discover. Here suggestions may be made with little danger of offending the instructor, if the secretary is at all tactful, for the instructors who need suggestion most often feel that correspondence work is a new thing to them and that they need to learn how to do it. If the secretary does find errors in the comments of the instructor or uncorrected in the paper

of the student so gross that they may not be ignored, an appeal to the instructor or to another university authority on the subject should serve to determine the fitness of the instructor for the work.

The institutions which follow the second method, and the great majority do follow this method, believe that it has the advantage over the first method of permitting constant supervision of the work of the student and of the instructor. While supervision of the instructor in residence is very slight, few administrators are content with the situation. The difficulty has been to find an inoffensive way of doing it. Correspondence study administration has a method which in the hands of a careful administrator can be applied with a minimum of friction and apparently with a maximum of effect.

Whether the first and subsequent lessons are sent through the office of the correspondence secretary or directly by the instructor, other material also must of necessity, or may most conveniently, accompany the first lessons.

The most important of this material is the set of directions for work which is sent to the new student. In some cases these directions are made a part of the first lesson paper, but general practice seems to indicate that correspondence study departments have found it more effective to print the directions upon a separate card or paper. In this form they are more convenient for reference. The directions for new students issued by 18 different institutions have been compiled into a composite set containing all the points made by them. The directions have been pretty well standardized. Few institutions show unique features.

GENERAL DIRECTIONS FOR NEW CORRESPONDENCE STUDENTS.¹

1. Give a little time each day to the preparation of your lessons. If possible, the same time each day.

2. Read very carefully the entire number of pages assigned in the text. This reading will give you a general idea of the work to be mastered. Read over the entire list of questions on the assignment. Reread the assignment, paragraph by paragraph, endeavoring to organize the information so as to make it your own. After completing this systematic study of the assignment, read the first question and, without references to the textbook, make rough notes on the points which you wish to cover in your answer.

Think through this material thoroughly, and carefully organize your answers to the questions. Work out brief, clear, logical, pointed statements covering the salient points. Time is much better spent in this manner, both for you and the reader, than in writing wordy discussions. In your answer stick to the point: this is very important. In providing illustrations give details in full on points which illustrate the principle. Statements should be complete in themselves and should not require reference to the questions to complete the meaning. One of the advantages of a correspondence course is the opportunity for effective expression in writing. Do not neglect it. Completeness of answers must not be sacrificed for brevity, however. Do not attempt to use the wording found in the text, but master the ideas and express them in your own language. This organization of thought will give you the strongest preparation for the examination which follows the completion of the course.

¹ Compiled from the directions of 18 correspondence study departments.

3. After mastering the lesson write the recitation without further assistance of any kind, unless the lesson sheet or your instructor specifically directs otherwise.

4. When recitation paper is completed refer to the textbooks, read over the paper carefully, and make corrections on your paper with blue pencil, or with blue or violet ink, never red. Do not make a correction unless you are sure of it.

5. Mail your recitation papers promptly to the Extension Division, NOT to your instructor, for correction, and begin at once the study of your next lesson.

6. Do not return the lesson assignment.

7. Follow the syllabus or outline when doing your reading. Do not aim merely to answer the questions in the lessons, but try to understand all the topics in the outline. If unable to understand any topic or part of the outline, indicate this specifically in your correspondence, and we shall endeavor to clear up your difficulty. At least two hours' study is expected on each assignment. Always feel free to ask questions. Ordinary inquiries concerning the lesson should be written on a separate sheet and inclosed with the lesson.

8. Do not wait to send in several lessons at once. In no case send in more than three lessons in one week without special permission from the Extension Division. The assignment may be sent to us as rapidly as you wish.

9. Submit work regularly. By so doing you will secure the best results.

10. Write the lesson only upon recitation paper. Use a separate sheet for business or other communication. Be sure to mention your course number in all such communications.

11. In preparing the recitation paper follow the form of the inclosed sheet.

(a) The paper should be $8\frac{1}{2}$ by 11 inches, of good quality, unruled, and of light weight in order to save postage. Use envelopes at least 9 inches long.

(b) Leave margin of 2 inches on left side of paper for instructor's corrections.

(c) Write with a typewriter or black ink.

(d) Write plainly upon one side of the paper only.

(e) Write at the beginning of every lesson the following heading:

Name, Course name and number, Assignment number, Date of mailing.

or use the official recitation paper and fill out every blank in the printed page.

(f) Number the pages of each recitation consecutively.

(g) In language work leave space between the lines for corrections.

(h) Fold paper twice crosswise, so that the heading shows on the outside.

(i) On the lower left-hand corner of the envelope write the department and course number, i. e., History, 2; Mathematics, 3, etc.

(j) If you have difficulty in writing upon unruled paper, place a heavily ruled sheet under the paper as a guide.

12. When you get discouraged, keep at it. This is the most important rule of all.

[General Directions Used by the University of North Dakota.]

THE UNIVERSITY OF NORTH DAKOTA.

EXTENSION DEPARTMENT.

GENERAL DIRECTIONS FOR CORRESPONDENCE STUDENTS.

1. Give, if possible, a little time *each day* to preparation of the lessons.

2. Familiarize yourself with the assignment and study required texts and references before attempting to prepare the recitation paper.

3. After the lesson has been mastered the recitation should be written without further assistance of any kind, unless your instructor specifically directs to the contrary.

4. As soon as the recitation is written, mail it *at once* to the University Extension Department for correction, and begin immediately your study of the next lesson. Never withhold a recitation paper after it is prepared.

5. Submit recitation papers as regularly as possible. In this way you will achieve the best results. It is very desirable to send in one lesson per week on an average.
6. The recitation paper must contain only the recitation; all business or other communications should be written upon a separate sheet.
 - (a) Leave margin of 2 inches on left side of paper for instructor's corrections.
 - (b) Write with black ink only. Typewriter may be used if desired.
 - (c) Write only on one side of paper.
 - (d) Write plainly.
 - (e) Send in each lesson, as completed, to the University Extension Department and not to instructor.
 - (f) Fill out *every blank space in the heading of official recitation paper*, and do this as the first act in the preparation of every recitation report.
 - (g) A student who has difficulty in writing upon unruled paper may place a heavily ruled sheet, prepared by himself, under the blank sheet upon which he is writing for his guidance.
7. Students pursuing courses involving credit toward a university degree must conform to all the requirements exacted for the accumulation of such credit.

NOTE: CAREFULLY PRESERVE THIS CARD FOR REFERENCE.

Many institutions send with the first assignment a notice concerning the purchase of books and supplies which gives detailed directions for ordering from the university bookstore and from the publishers.

Several institutions lend books to correspondence students, and information is sent concerning the conditions of such loans. In some cases other libraries are named where books may be obtained. Minnesota places the information about the loan of books on the back of the card containing the general directions.

[Card as to Loan of Books.]

Rules Regarding Loan of Books to Correspondence Students from the University of Minnesota Library.

1. Students are expected to purchase their own textbooks, but reference books for collateral reading may be borrowed from the University of Minnesota Library. Correspondence about the loan of books should be addressed to the Librarian, University of Minnesota.
2. Books not in demand on the campus may be loaned to correspondence students for a period of four weeks. These loans are subject to recall at any time.
3. Periodicals and general reference books (dictionaries, handbooks, yearbooks, etc.) can not be lent.
4. Only two books will be charged to one student at a time.
5. Books must be promptly returned at the designated time, or privileges will be withdrawn.
6. Books not in demand by other students may be renewed by application to the Librarian.
7. Borrowers who mark or mutilate the volumes lent to them will be charged the full value of the books injured.
8. Postage on the package in both directions must be met by the borrower.

Upon the reverse of the general directions the University of Indiana prints a form upon which the student is requested to keep a record of the courses he takes by correspondence. This is unusual and is probably intended to induce the student to keep the card upon which the general directions are given.

THIS CARD TO BE KEPT BY THE STUDENT.

Please Note Carefully the Data Below in Reference to Your Personal Registration.

Registration No.	Course
Registration No.	Course
Registration No.	Course
Registration No.	Course
Registration No.	Course
Instructor	
Instructor	
Instructor	
Instructor	
Instructor	

RECITATION PAPER.

A sample sheet of the paper which the student is advised or required to use for the first page of every recitation paper is often inclosed. The sample page sometimes contains directions for folding and price lists of the printed and blank pads, with the name of the store where they may be obtained.

[Sample Headings of the Paper Used by the Universities of North Dakota and Kansas.]

COURSE No.	THE UNIVERSITY OF NORTH DAKOTA.	STUDENT'S NAME
COURSE NAME	EXTENSION DIVISION.	CITY
NO. OF THIS ASSIGNMENT	CORRESPONDENCE-STUDY RECITATION SHEET.	STATE
PAGE No.	FIRST SHEET—ONE PER LESSON.	STREET No.
KEEP THIS SPACE FOR MARGIN.		

THE UNIVERSITY OF KANSAS.**UNIVERSITY EXTENSION DIVISION.****CORRESPONDENCE STUDY DEPARTMENT.**

NAME
ADDRESS
COURSE, NAME, AND NO.
ASSIGNMENT NO.

Please fold each recitation paper in this way; also fold each recitation separately.

KEEP THIS SPACE FOR MARGIN.

This recitation paper is not required, but we suggest it for your convenience.

With the first assignment is usually sent a letter of acknowledgment and encouragement. This letter may be used to give additional information and guidance or to repeat that given elsewhere. The form used by the University of Kansas covers as many points as any other and is reproduced here as a sample letter of this kind.

[Letter Sent by the University of Kansas with the First Assignment.]

We are in receipt of your application for Correspondence-Study work, with a remittance of Enclosed please find the first assignments. The text may be ordered from the publishers, or from either the University Book Store, or Rowlands' Book Store, this city. These firms are not connected with the University; they simply carry supplies for the resident students. As soon as your book or books arrive, write out the first assignment and send it to us; while we are correcting it you may be working on the next lesson. If this is done we shall be able to keep you supplied with work. If the instructor is crowded with work, there may be a delay in returning your papers. In that event, send in the next lesson when completed, not waiting for the return to you of the previous lesson.

If you have any difficulties, and will bring them to our attention, the instructor will be glad to assist you whenever necessary. Study each assignment thoroughly before attempting the next. In this way only can you get the full benefit of the work and secure satisfactory grades. A record is kept of the grade given to each lesson, and when the course is finished the average of these grades with that of the final examination determines your standing as filed with the Registrar.

When you receive an assignment see that it agrees with the title of the course for which you are enrolled, and that the number is next in order to the one last received. In case of error return the outlines and the right ones will be mailed you. If you change your address advise us to that effect on a separate slip of paper; otherwise mail may be sent to the wrong destination and cause delay in your work.

To insure the greatest progress, send in one or two lessons each week, or more, if you can do so. Satisfactory completion of one or more courses within the year depends largely upon getting the work started at once.

Wishing you success, I am,

Sincerely, yours,

.....

RECEIPT FOR FEE.

The fee is usually sent with the application and is transmitted by the department to the proper university authority, who issues a university receipt. In order to avoid the delay incident to this process, a temporary receipt is sometimes sent to the student by the extension division. It will be noted that the Kansas letter acknowledges receipt of the fee. In some cases a special form is used for this purpose.

[Temporary Receipt Issued by the University of Minnesota for Evening Classes. (The same form is used for Correspondence work.)]

TEMPORARY RECEIPT.

No. 382

THE UNIVERSITY OF MINNESOTA.

GENERAL EXTENSION DIVISION.

MINNEAPOLIS, 1/18, 1919.

Received of _____ *James Anderson,* _____ \$15 ⁵⁰/₁₀₀

Fifteen & 50/100 _____ Dollars

for fee for evening courses.

Bus. Law, A.

COURSES

Principles of Accounting, A.

M. V. KELLOGG,

For General Extension Division.

Missouri sends the following card to applicants when their fees have not accompanied the application.

Notice to send in the fee used by the University of Missouri.

[Fee Card Sent to Applicant.]

.....
, the instructor in the correspond-
 ence course,, has approved your taking
 this work for hours credit. As soon as the necessary fee, \$.....,
 is received, you will be enrolled and the first assignments will be sent to you.
 PLEASE RETURN THIS CARD, TOGETHER WITH THE FEE, TO

CHARLES H. WILLIAMS,

Director of University Extension,

Columbia, Mo.

The ordinary process of handling fees when they accompany the application involves some system of report to the proper financial officer of the university. Usually the fee is held by the extension division office until the application is approved and then transmitted to the business office of the university with a report for each fee or for all the fees received during a set period. The form given is typical of those used for making these reports, although more details are given upon the forms used by some institutions.

[Form Used to Make Report of Fees Received.]

Date.....

To the Business Office:

Herewith find cash, \$....., as indicated below, being all moneys received by the Correspondence-Study Department from..... to....., inclusive.

Secretary Correspondence-Study Department.

NAME.	ADDRESS.	AMOUNT.
.....
.....
.....
.....

Upon a separate card in the office of the extension division or upon the card containing the student's complete record is entered each payment made by a student.

[Sample Card Used by the University of Kansas.]

Name—reversed				Home address .		School	
Fee.	No.	Amount.	Date paid.	Term.	Rebated.		Memo.
					Date.	Amount.	
Matriculation...
Incidental.....
.....

Upon receipt of the fees from the extension division the financial officer of the university issues a permanent receipt in duplicate or triplicate. One copy is returned to the extension division, one is sent to the student, and one remains in the financial office. The same form may serve both as notice from the extension division to the financial officer and as the financial officer's acknowledgment. The form used by the University of Indiana is of this kind.

[Form Used by the University of Indiana.]

INDIANA UNIVERSITY.

EXTENSION DIVISION.

.....
has paid the fees for course.....in.....taken by correspond-
ence. Enrollment fee.....

Instructor's { } fee.

Sec., Bureau of Correspondence Study.

.....19....
Received fees as stated above:

No.....

Bursar.

In various institutions other forms of letters or blanks which are worth mentioning accompany the assignment or are sent out at the same time with it.

Several send blanks known by such names as "Information Card," "Personal Information for your Instructor," "Personal Acquaintance Blank," all having for their purpose the establishing of a real contact between student and instructor. That used by Massachusetts is headed, PERSONAL INFORMATION FOR YOUR INSTRUCTOR (To be retained by the instructor for reference). The purpose of the blank is stated definitely in the first line, "to enable the instructor to obtain such information as will be of assistance to him in correcting your papers." The information asked does not differ materially from that on the application form, but two lines are in black face type and stand out clearly. "WHAT SPECIAL HELP OR BENEFIT ARE YOU LOOKING FOR IN THIS COURSE?" and "OTHER INFORMATION USEFUL TO INSTRUCTORS." At the bottom the note, "You may continue your remarks on the reverse of this sheet," is intended to make the student feel that the department wishes all the information he cares to give.

The Kansas State Agricultural College asks students to return with the first lesson a somewhat long and elaborate form, which begins with the following paragraph:

It is the desire of our Home-Study Service faculty to enter at once into cordial sympathetic and helpful relations with every student enrolling for our courses. As your aims and ambitions, and your previous experience and education, as well as the conditions of work, necessarily affect our response to your lessons, we feel that both of us will profit by a frank statement of the information here requested.

It should be understood that this information is not required as a part of the course, but is requested as an aid in making the work more effective. It will be treated as entirely confidential.

After the usual series of questions the blank concludes:

Please give frankly and in detail any of the other conditions, either adverse or favorable, under which you are working. This might include physical defects; special abilities; information as to dependents and finances; your views on education; a list of your favorite books and magazines; names of organizations to which you belong; habits you wish to acquire, or those you wish to get rid of; or any other information that you think would help us in a better adaptation of the work to you.

Personal taste will in large part determine which of these blanks, the simple one of Massachusetts or the more detailed one of the Kansas Agricultural College, is best suited to get a free expression from the student.

Some extension departments send a form asking the student whether he wishes his employer notified when the course for which he is registered is completed. In Massachusetts, unless the student definitely indicates his desire to have the employer notified by filling out and returning this form with his first lesson, the department

If no reply is received to this card, the first form letter is sent.

[*First Letter Used by Massachusetts.*]

It is some time now since I have heard from you in regard to the course in which you are enrolled. There are, no doubt, good reasons for your delay, but I wish you would carry on the work with regularity, if possible, as the benefit from methodical, continuous work is much greater than that from work taken up every now and then at irregular intervals.

I am very anxious for you to go on with your studies to an early and successful completion. I urge you to do this with considerable confidence at this time because I am in receipt of an increasing number of letters from students announcing advances in salary and position following completion of our courses. Here is an instance: A recent graduate of Revere High School attributes half of a 50 per cent increase in salary to what he learned in our correspondence course in mechanical drawing.

If there is some point in the work which is giving you difficulty, kindly inform me at once to that effect, stating exactly the number of the assignment and the page or paragraph which troubles you. I hope you will write me an explanation of your delay soon.

Yours, cordially,

P. S.—In replying, please give the name of your course.

That is followed by a second letter which urges the student to continue the work, and offers to transfer him to another course if the one undertaken is too difficult or not suited to his needs.

[*Second Letter Used by Massachusetts.*]

Although I have written you several times in regard to the course in which you are enrolled, as yet I have received no answer from you. Do you find the course too difficult, or unsuited to your needs?

Not only are your instructor and I very much interested in having you pursue the course to a successful end, but the State also wishes the full benefit of the instruction which it offers to be enjoyed by the students.

If you think that some other course offered by this department would be more interesting or beneficial, I shall be very glad to transfer you. If, however, you find it impossible to continue your studies at all, kindly fill out the inclosed transfer blank so that your privilege may pass to some one now on the waiting list. In filling out the blank, please be sure to give the name of your course.

In view of the expense undertaken by the Commonwealth in providing this instruction for you, do you not feel you should inform me of what you intend to do?

Sincerely yours,

.....,
Director.

At about the time the last letter is sent, one is also sent to the reference given by the student when he enrolled. This letter follows and is self-explanatory.

Some time ago.....enrolled in one of the courses given by this department. He has sent in no written work for several months.

In as much as he names you as a reference, I am taking the liberty to request you to talk the matter over with him. I hope that by so doing you may be of help to him, and I am sure that you will aid us in our effort to be of the greatest possible service to our students.

Under the proper conditions, we are willing to extend the time allowed for the completion of a course, to transfer an enrollment to someone else, or to change an enrollment to some other course.

The inclosed summary of the conditions in this case may aid you.

If you are willing to give us this assistance, please write, in the place provided, the results of your interview and return the summary to me; otherwise simply return the summary. I am inclosing a stamped, addressed envelope for your reply.

Sincerely yours,

.....,
Director.

In many States where district or traveling representatives of the extension division are maintained it may be possible to arrange for a personal call upon delinquent students. Such an interview is of course the most effective method of establishing understanding between the student and department, and will usually result in some arrangement satisfactory to both parties whereby the student will continue work. The district system of resident representatives established by the University of Wisconsin is especially adapted to this method. The proprietary correspondence schools have had a similar system for many years.

QUESTIONNAIRES SENT TO STUDENTS.

It is somewhat astonishing to find that so few institutions take advantage of the possibility of getting suggestions and estimates of results on correspondence work from the students by means of more or less systematic use of questionnaires. The aversion to the questionnaire which is becoming rather general among educators is not one that has reached the public as yet.

The fact that the student is asked to give his impressions, suggestions, and experiences tends to make him feel that he has something of importance to offer the extension division, and friendly relationship tends to become stronger. Perhaps the use of the questionnaire has been so slight because the opportunity for the expression of student opinion and experience has been given so freely while the work was going on, yet some institutions evidently consider it well worth while to attempt to determine particular information by formal questionnaires.

Kansas University makes use of a questionnaire that is of special interest because it has the direct purpose of determining something that is of vital importance in the preparation of correspondence study lessons. With every assignment is sent a slip asking that the student enter on the spaces provided the time spent upon lesson preparation for that assignment. This entry is to show the time of day as well as the length of time spent in study.

[Time Report Sent with Each Assignment by the University of Kansas.]

THE UNIVERSITY OF KANSAS, UNIVERSITY EXTENSION DIVISION.

CORRESPONDENCE-STUDY DEPARTMENT.

Course.....; assignment No.....

The purpose of asking for this information is not to afford a check on the individual student, but to secure information which will be valuable in increasing the efficiency of this department's service to the student.

Please, therefore, report as faithfully as possible all time used on the lesson, being careful to give the beginning and end of each period of time used, thus January 15, 9.30-11.45 a. m.; 4.15-5.30 p. m.; 8.30-9.30 p. m.

.....
.....
Total time for lesson.....
Name.....

A careful examination of these records should show some interesting facts in connection with the length and difficulty of the assignments and perhaps also give further information upon which it would be possible to base definite conclusions as to the best time of day to study.

Indiana and Massachusetts send out interesting questionnaires to students upon the completion of the work.

MASSACHUSETTS' SUGGESTIONS FOR IMPROVEMENT OF COURSES.

1. Has the course which you are just completing given you the education and training which you desire?
2. Have you any suggestion which you think would improve the course? They will help to make it more serviceable to others.
3. Are you satisfied that the time which you have given to this work has been well spent? Kindly give reasons. State briefly the average time required for preparing a lesson.
4. Are you willing that your name should appear in your local newspaper among those who have completed courses in the Department of University Extension?

INDIANA'S QUESTIONNAIRE.

Indiana's questionnaire is somewhat longer and covers the points more in detail.

1. What was your purpose in taking work by correspondence?
As an aid in your profession?
For self-improvement?
Credit toward a degree?
To meet entrance requirements of the University?
Any other purpose?
2. From what source did you first learn of the Bureau of Correspondence Study of Indiana University?
3. Do you feel repaid for the work you did by correspondence?
4. Did you consider the lesson outlines sufficiently explicit?
5. What criticisms have you to make on the work you took by correspondence?

6. What suggestions would you make for improving the method of offering the work?
7. If you have been a resident student at the University, compare the work you took by correspondence with that taken in residence as to amount of work required, benefit received, etc.
8. Would you be interested in receiving a copy of our latest bulletin on Correspondence Study?
9. Please give us the names and addresses of any persons who you think may be interested in Correspondence Study at present.

Shortly before or as soon as the last lesson in the course is received from the student he is notified that he is entitled to an examination, and directions are given for making arrangements for its supervision. Two of these forms are here reproduced.

[Form Notice of Examination Used by Massachusetts.]

DEPARTMENT OF UNIVERSITY EXTENSION, MASSACHUSETTS BOARD OF EDUCATION.

CORRESPONDENCE DIVISION.

BOSTON, MASS.,.....19.....

Mr.....

Our records show that you have nearly completed the course in
When you have sent in the last assignment of this course you are entitled to admission to the final supervised examination. A certificate is granted by the Department for those students successfully passing the examination in this subject.

Kindly indicate by a cross (X) below if you wish to take the examination.
Yes () No ().

.....
Director.

[Form Notice of Examination Used by the University of Kansas.]

DEAR FRIEND: We have received your recitation on the last assignment of the course you are pursuing through correspondence. Kindly arrange with the local superintendent or principal of schools, or your county superintendent, to supervise your examination. Send us the name of the examiner and the date arranged for the examination, and we will send the list of questions to the person designated.

You will be expected to give the examiner the amount of postage necessary to send the papers to us. Kindly return the examination questions with your answers.

Sincerely yours,

.....
See'y, Correspondence Study Dept.

When some person has been designated by the student as having consented to proctor the examination, the questions are sent to that person with directions for conducting the examination. The directions used by the University of Kansas follow:

.....of your city, informs us that arrangements have been made with you to supervise on..... examination in..... recently completed with us through correspondence-study. We are inclosing the questions, which you will kindly hold and present to..... at the time set for the examination. The examination is to be given under the following regulations:

1. The student will answer the questions without reference to any books, manuscript, or notes whatsoever.

2. The student is to be under your personal observation and supervision during the entire examination.
3. The student's manuscript, with the *examination questions*, is to be turned in to you, and mailed *by you* personally to us, without correction, emendation, or change, as soon as possible after completion. Postage for the return of the papers is to be furnished by the student.

Thanking you for your kindness, we are,
Sincerely yours,

.....,
Secretary Correspondence-Study Dept.

With the questions a statement that the student has not received assistance is sometimes sent for the signature of the student at the conclusion of the examination. Sometimes also a form like that here reproduced is inclosed for the signature of the proctor.

[Form for Use of Examination Proctor.]

I hereby certify that took final examination in correspondence course under my direction; that the questions remained in the sealed envelope until the hour of the examination; that received no help whatsoever during the examination; and that the papers are being forwarded immediately to the extension division just as I received them at the close of the examination.

Date _____ (Signed) _____,

The answer paper is returned by the proctor to the office of the extension division, in a few cases to the instructor, and is corrected by the instructor giving the course. The grade given is entered upon the Instructor's Student Record or upon a form especially prepared for the purpose and in most cases sent to the extension division, where it is entered upon the Student's Office Record.

In some cases the instructor sends the report directly to the registrar of the university as well, but ordinarily this routine is attended to by the correspondence-secretary. Minnesota uses a form which is first filled out by the instructor, then approved by the extension division director, and finally sent to the registrar for entry upon the record card of the student.

[Form Used by Minnesota.]

THE UNIVERSITY OF MINNESOTA.

GENERAL EXTENSION DIVISION.

REPORT OF INSTRUCTOR.

Date

This is to certify that M.....
has completed through correspondence the course in

with a grade of and is entitled to credits.

Signed { *Instructor.*
 *Director.*

This blank when filled out by the instructor, when student finished course, is to be sent direct to the office of the General Extension Division, where it will be approved and forwarded to the Registrar.

The form used by the University of Chicago is somewhat more elaborate.

[Form Used by the University of Chicago.]

THE UNIVERSITY OF CHICAGO.

THE CORRESPONDENCE-STUDY DEPARTMENT.

REPORT OF CREDIT.

M 191....
has submitted written exercises and has been examined on a
a {Major} course in {Graduate
 {Minor} course in {College
 Academy} [Name of Department, e. g., History]
entitled.....
corresponding to course department of the university curriculum.
The course began 191...., and was completed 191....
The examination was held 191...., at under the
supervision of Final grade for the *course
....., *Instructor*.

THE MARKING SYSTEM.

*1. A student's final grade is based on (1) the quality of work done in the written exercises, (2) the grade of the final examination.

2. Grades are expressed by letters, with significance as follows:

A Excellent	C Fair	E Conditioned—may get credit
A—	C—	by second examination; in re-
B Good	D Barely passed	quired English, by additional
B—		themes
		F Failure.

Observe that the + sign is not a part of the marking system; it should not be used.
Entered on student's record of residence work 191.....

University Recorder.

In those institutions in which no record of correspondence work is kept outside the extension division unless the student has already established a resident record, it is necessary to notify the registrar of work completed, only in the case of such students. The records of those who have no resident record are kept in the office of the extension division until such a record is established.

When work and examinations are satisfactorily finished, whether the work is for credit or not, it is usual for the extension division to furnish the student with a certificate of the fact. These certificates vary greatly in elaborateness. The University of Missouri issues a heavy certificate 9 by 12 inches, like the one here printed.

[Certificate used by University of Missouri.]

UNIVERSITY OF MISSOURI.

EXTENSION DIVISION.

This Certificate is full evidence that has satisfactorily completed the correspondence course, as outlined by the University Extension Division, in.....
A permanent record of this work is on file in the general archives of the University.

[SEAL.]

Signed.....
President......
Instructor......
Director, University Extension.

Dated

Several institutions issue small printed cards. The University of North Dakota uses a certificate very like a bank check, even to the stub upon which is entered the essential information concerning the certificate issued.

[Certificate Used by North Dakota.]

THE UNIVERSITY OF NORTH DAKOTA.

[SEAL.]

EXTENSION DIVISION.

BUREAU OF EDUCATIONAL COOPERATION.

No.
Name
Subject
Instructor
Date
Grade
Credits

This certifies that
has completed course
in the Correspondence Study Department, with a final standing of
and upon the completion of a year's residence work, is entitled to credits
in the

.....
Instructor......
Director.

In addition to the certificate the Extension Department of Massachusetts sends the following letter to the employer when the student is willing to have this done:

DEAR SIR: I wish to inform you that who is employed under your direction as a, has successfully completed the course in given by this Department.

I am calling this matter to your attention because I believe that a knowledge of her success will be of benefit to you and the student, mutually.

When there are opportunities for advancement, her efforts and self-denial while taking this course should, I believe, receive consideration.

Your attention in this matter will be very much appreciated.

Yours, very truly,

.....
Director.

FINANCIAL ASPECTS OF CORRESPONDENCE STUDY DEPARTMENTS.

The study of the financial side of university and college correspondence study departments does not enable us to present very definite and concrete figures. This is due to the fact that correspondence study costs have been so intimately woven into the general costs of the extension division and of the university that few institutions have attempted to keep accurate books for the correspondence work separate from the general accounts of the extension division. The system of accounting has been such that it is impossible to tell what proportion of many expenses should be chargeable to correspondence work. This confusion of general extension accounts and of correspondence study costs could be eliminated by a slight reorganization of administration and office practice, and by the installation of a careful system of bookkeeping, but extension divisions have not yet found it necessary or advisable to undertake this.

The sources of funds in correspondence study departments are two—the fees received from students and the appropriation from the university or State for the extension division.

From the extension division appropriation it is the custom to pay the administrative expense of the department, for postage, stationery, mimeographing, office supplies, and for clerical help. When instructors of the correspondence study department are paid upon a salary basis, they are usually paid from the extension division budget also, although in some cases they are paid from general university funds.

The fees received from students are handled in a variety of ways and used for many purposes. When instructors are paid upon the basis of a fee for each paper corrected, the fees received from the student may be entirely devoted to that purpose. In other cases the instructor receives only a part of the student's fee. The remainder may be devoted, as in the case of the University of Chicago, to the general expense of the correspondence study department, or may be placed in the general funds of the extension division. It is not customary, however, in extension divisions in which correspondence work is but one of their activities, to keep the income from correspondence fees as an item separate from the funds of the general extension division and devote such sums to correspondence study work exclusively.

The law in some States requires that all fees received by State-supported institutions be turned back to the State treasury. When this is true the fees can not be used of course to pay instructors or for any other extension expense. Direct appropriations must, therefore, be increased to meet the needs of the department, although the total expense to the State is reduced by the amount of fees

turned back. In some States part of the fees are turned back to the treasury and part go into a revolving fund for the use of the extension division.

When instructors are paid from the fees, periodic reports are required, showing the number of papers corrected for which pay is claimed. The University of Missouri uses the following form for this purpose:

[Form for Statements for Grading Correspondence Papers used by the University of Missouri.]

John Hayes in account with University Extension.

Papers graded in History of Education, School Economy, and Theory of Teaching up to and including May 26, 1917, only. (To be listed in alphabetical order.)

Burns, Thomas A. (History of Education), Lessons 1, 2, 3.....	3
Ellis, John (History of Education), Lesson 4 (rewritten).....	1
(Theory of Teaching), Lessons 13, 14, 15.....	3
Faris, Mary E. (History of Education), Lessons 10, 11, 12, 13	4
Carton, W. W. (School Economy), Lessons 20, 21, 22.....	3
McDonald, Bert D. (Theory of Teaching), Lessons 1, 2.....	2
(School Economy), Lesson 1.....	1
Yelton, Paul G. (History of Education), Lessons 1-10, inclusive.....	10
Total.....	27
Twenty-seven papers, at 25 cents.....	\$6. 75

TO THE GRADER: Please use this *form and size of paper* in sending in statements of correspondence papers graded. Statements must be in this office not later than the afternoon of the 24th of each month in order to insure payment the first of the month following. Checks may be secured from Secretary Babb's office in Academic Hall.

Do not list papers which have been read but for which grades *have not been handed in* to this office. Papers which have been corrected by the student and returned for the approval of the grader may be charged for *only* if the entire paper has been rewritten.

In case your warrant does not agree with the statement which you have handed in, we will be glad to check the bill with you and rectify any error which may have been made.

Considerable discontent with the fee system of paying instructors has been expressed by extension directors and others. The employment of instructors for full-time correspondence work upon a salary basis has been tried in the attempt to escape the recognized faults of the fee system. But there are always subjects to be taught for which it is impossible to take the full time of one instructor.

The University of Wisconsin has in several instances employed instructors under what has been called the "half-and-half plan." That is, half of the instructor's time is given to correspondence work and half to resident work. Since it seems to be agreed that an instructor is a better resident teacher because of his correspondence work, and a better correspondence teacher because of his share in resident instruction, this is evidently an expedient which it would be well to adopt where possible as a fixed policy. But in many institutions and in many subjects even this is not possible. The 8 or 10 students who may desire a course or courses in one subject would

not justify the division of a salaried man's time upon the half-and-half basis. This is not the only fractional division of time possible, however, and it may be that extension divisions will find the solution of some of their difficulties in the quarter-three-quarter instructor, or the one-tenth-nine-tenths instructor.

The preparation of the courses is one of the items which causes considerable difficulty in correspondence departments. No uniform method of pay for such work has been developed. In some institutions when an instructor, of his own volition, or at the instance of the correspondence study department, offers a course, the preparation of the course is left entirely to the instructor and his only hope of remuneration is in the fees he may get for correcting the papers of students who take the course. Often he never receives sufficient money return to pay for careful work. Some institutions have attempted to insure careful preparation of courses, without assuming any financial obligation, by requiring that the course shall be submitted by the instructor to the head of the department or the director of the extension division. It is doubtful, however, whether this attempt to secure properly written courses is proceeding upon the correct basis. In other institutions an instructor is paid according to the terms of the personal bargain he is able to make with the extension division. In some instances this bargain may include an agreement on the part of the instructor to keep the course up to date. The course may or may not become the property of the extension division. Usually the ownership is left in doubt, but the extension division proceeds as though it had full rights, and if the instructor leaves, the institution continues to use the lessons and questions he has prepared.

A copy of such a contract or agreement, used by the Extension Department of Massachusetts, follows:

1. In confirmation of our conversation, it is agreed that you will be retained in the service of this Department for the preparation of a new course in.....
The course is to be built around H.....M.....A.....
..... It is to contain 16 assignments, with problems and a complete key thereto.
2. It is further understood that for this service you will be paid at the rate of \$25 per assignment; \$15 for the preparation of the subject; and \$10 for the preparation of the key. It is also understood that you will be paid for the whole work upon its completion, which it is agreed will take place on or before June 1, 1919.
3. It is agreed that the copy submitted will be typewritten and thoroughly revised by the author before submission.
4. It is understood that the assignments will be produced at the rate of two a month.
5. Lastly, it is agreed that you will make such revisions in the copy submitted as appear necessary after conference with the representatives of the Department having charge of the course in question.

In some institutions the copyright privileges pass to the extension division. Wisconsin pays for the courses, and copyrights them upon publication.

The University of Chicago has worked out a system which seems free from injustice to the instructor and the university. A course which is accepted by the correspondence-study department pays a royalty to the instructor who prepared it as long as the course is used. He may leave the institution and the course may be given by some other person, but he continues to receive a set royalty for each student who takes the course as long as the lessons which he prepared are used. The University of Pittsburgh is inaugurating a somewhat similar method. The plan there is that the instructor shall copyright his course and for a period of 20 years receive a royalty on each copy used.

Keeping the courses up to date presents a problem almost as difficult as the preparation of the original courses. The opinion has been expressed that, except in a limited group of subjects, no course should be used without change for a period longer than three years. The common method of making the changes desired is for the instructor to add supplementary mimeographed material as it is needed. When so many changes and additions have been made that the mass becomes unwieldy the course may be rewritten.

CONCLUSION.

This description of the work of correspondence-study departments makes it evident that in the near future there will be need for the further development and standardization of certain operations and methods of administration. This report may be concluded most usefully, therefore, by indicating the points at which this development is likely to take place.

1. The budget system will probably be applied to correspondence-study departments, and systems of accounting developed which will make it possible to determine the cost of each phase of correspondence-study work.
2. One or two standard methods of payment for the preparation of correspondence courses will probably be adopted.
3. There will be a more satisfactory adjustment of the methods of paying instructors.
4. It is probable that student questionnaires will be used more largely than at present for obtaining data upon the basis of which correspondence courses may be standardized.
5. It is probable that there will be considerable development in the methods of coordinating correspondence study and university records.
6. The relationship which correspondence work bears to resident work will be clarified and more accurately defined.

It is desirable that the details of the methods which have been tried or which are being used in correspondence-study departments be more fully known to other correspondence secretaries and extension division directors. Many of the problems of administration and office practice may be more speedily solved by an exchange of experience and by cooperation in securing needed information. It is to be hoped, therefore, that the present report will be superseded within a short time by other studies of particular phases of correspondence-study administration and by more detailed reviews of the whole field, based upon the information which special studies will supply.



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